

Teacher(s): Johnson

Subject: World History

Week of: Dec 4 – 8, 2017

Week: 17

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): SSWH 6 Describe the diverse characteristics of early African societies before 1500 CE/AD. a. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); includes the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca.	Do Now: Independent Learning (<i>You do alone</i>)- Quick Casino Quiz on WH 5 Opening: Focused Instruction (<i>I do</i>)- Lead discussion of handout information (WH 6a) and explain atlas requirements Work Session: Guided Instruction (<i>We do</i>)- discuss and clarify information handout Collaborative Learning (<i>You do together</i>)- in pairs, using the Nystrom Atlas complete the work on Atlas 48 – Empires and States of Africa Closing: Guided Instruction (<i>We do</i>)- What technological advance contributed to the end of the Songhai Empire? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Nystrom Atlas 	Formative: Teacher Observation Q&A Atlas work Casino Quiz
	Purpose: To introduce to the students through map work the Sudanic kingdoms			Summative:
Tues	Standard(s): SSWH 6 Describe the diverse characteristics of early African societies before 1500 CE/AD. b. Describe the trading networks and distribution of resources by examining trans-Saharan trade in gold, salt and slaves; include Swahili trading cities.	Do Now: Guided Instruction (<i>We do</i>)- What allowed the trade between the Med and sub-Saharan Africa to dramatically increase? Opening: Focused Instruction (<i>I do</i>)- Lead discussion of handout information (WH 6b) and explain atlas requirements Work Session: Guided Instruction (<i>We do</i>)- discuss and clarify information handout Collaborative Learning (<i>You do together</i>)- in pairs, using the Nystrom Atlas complete the work on Atlas 49 – Africa and Trade Closing: Guided Instruction (<i>We do</i>)- Swahili blends which languages? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Nystrom Atlas 	Formative: Teacher Observation Q&A Atlas work
	Purpose: To introduce to the students through map work the trading networks of sub-Saharan Africa			Summative:
Weds	Standard(s): SSWH 6 Describe the diverse characteristics of early African societies before 1500 CE/AD. c. Understand the blending of traditional African beliefs with new ideas from Islam and Christianity and their impact on early African societies.	Do Now: Guided Instruction (<i>We do</i>)- Most of the indigenous religions of sub-Saharan Africa focused on what belief? Opening: Focused Instruction (<i>I do</i>)- Lead discussion of handout information (WH 6c) and explain atlas requirements Work Session: Guided Instruction (<i>We do</i>)- discuss and clarify information handout Collaborative Learning (<i>You do together</i>)- in pairs, using the Nystrom Atlas complete the work on Atlas 47 – Spread of Islam in Africa Closing: Guided Instruction (<i>We do</i>)- The Muslim ruler that is a successor of Muhammed is called what? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Nystrom Atlas 	Formative: Teacher Observation Q&A Atlas work
	Purpose: To introduce to the students through map work the spread of Islam in Africa			Summative:

Thurs	Standard(s): SSWH 6 Describe the diverse characteristics of early African societies before 1500 CE/AD. a. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); includes the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca. b. Describe the trading networks and distribution of resources by examining trans-Saharan trade in gold, salt and slaves; include Swahili trading cities.	<p style="text-align: right;">SUBSTITUTE: MR ELLIOTT</p> Do Now: Guided Instruction (We do)- Who discovered that camels were better pack animals than horses in the desert? Opening: Focused Instruction (I do)- Mr. Elliott explains work session Work Session: Independent Learning (You do alone)- Complete GR/GN 15-2 on West African Civilizations and begin GR/GN 15-3 on Eastern City-States and Southern Empires OR Collaborative Learning (You do together)- in small groups, Complete GR/GN 15-2 on West African Civilizations and begin GR/GN 15-3 on Eastern City-States and Southern Empires Closing: Guided Instruction (We do)- What weakened the Mali empire? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> GR/GN 15-2 & 3 textbook activities 	Formative: Teacher Observation Q&A Textbook activities
	Purpose: To reinforce the information to the students through the use of textbook activities			Summative:
Fri	Standard(s): SSWH 6 Describe the diverse characteristics of early African societies before 1500 CE/AD. b. Describe the trading networks and distribution of resources by examining trans-Saharan trade in gold, salt and slaves; include Swahili trading cities. c. Understand the blending of traditional African beliefs with new ideas from Islam and Christianity and their impact on early African societies.	<p style="text-align: right;">SUBSTITUTE: MR ELLIOTT</p> Do Now: Guided Instruction (We do)- How did the monsoons help with Indian Ocean trade network? Opening: Focused Instruction (I do)- Mr. Elliott explains work session Work Session: Independent Learning (You do alone)- Complete GR/GN 15-3 on Eastern City-States and Southern Empires and GR/GN 10-2 Islam Expands Collaborative Learning (You do together)- in small groups, Complete GR/GN 15-3 on Eastern City-States and Southern Empires and GR/GN 10-2 Islam Expands Closing: Guided Instruction (We do)- Who were the Sufi? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> GR/GN 15-3 & 10-2 textbook activities 	Formative: Teacher Observation Q&A Textbook activities
	Purpose: To reinforce the information to the students through the use of textbook activities			Summative: